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ABSTRACT

There has been a gradual decline in Utah in language enrollments at the rate of about 4% in about 10 years. The rate of teachers assigned to teach foreign languages also shows a diminishing trend. The Utah Foreign Language Association has worked to improve instruction and increase the professional status of its members. Workshops have been sponsored, the newsletter of the Association has been published from 1959, and special field trips have been conducted to enable students of a second language to visit the country where their target language is spoken. The intrinsic value of learning a second language still exists, and foreign language enrollments in Utah will increase, because of bilingually educated students, marketing trends, and foreign travel. Foreign language specialists will visit districts and counsel them on improving their language programs; individual members of the boards of education of various school districts will also be visited and asked to urge their executive officer to support foreign language instruction. In addition, church, civic, and business leaders will be asked to give their comments on the importance of language learning. (AM)

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REPORT ON FOREIGN LANGUAGE EDUCATION IN UTAH

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ENROLLMENTS

The four languages which have been taught traditionally in Utah are Spanish, French, German and Latin. Russian came upon the scene in 1960-61, but has diminished from 392 students in the school year 1967 to 78 students (estimated) in the school year 1975-76. At various times and in small numbers, the following languages have been taught in the secondary schools of Utah: Arabic, Mandarin Chinese, Danish, Dutch, Greek, Italian, Japanese, Navajo, and Portuguese. There could be others such as Swedish and Norwegian, but they were not reported through the usual channels.

Table I, which follows, shows language enrollments from 1967 to 1976 according to data on record in the files of the foreign language specialist. There has been a gradual decline in the percent of enrollment at the rate of about four percent in about ten years. In the school year 1967-68, 24,780 students enrolled in foreign languages. In 1975-76 the total had decreased to approximately 21,938.

The number of teachers assigned to teach foreign languages has not been recorded as frequently as the number of students enrolled but the figures show a diminishing trend as well. Table II shows that the total number of teachers in foreign languages had been a few more than 300 since 1975.

There is a group of teachers which have remained in foreign language teaching since the 1960 boom in foreign language enrollments; these teachers are particularly well qualified and capable. They are largely responsible for keeping foreign language enrollments at the present level.

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ACCOMPLISHMENTS

The Utah Foreign Language Association has worked faithfully and diligently to improve instruction and increase the professional status of its members. For ten years, during the fall UEA Conference and during the Spring Foreign Language Conference, outstanding individuals from within the state and from all corners of the United States have presented workshops for the purpose of discussing, demonstrating, and promoting foreign language teaching. Expenses and honorariums of these guest speakers have been paid by the Utah Foreign Language Association.

The Utah Foreign Language Speaker was published continuously from 1959 until 1975 when the name of this newsletter was changed to the Utah Language Quarterly.

Teachers have taken groups of students to Mexico and Europe in order to enable them to go to a land where the language studied was spoken natively. Usually these study tours were made on a "cost basis only" to the students and consequently at personal financial risk to the teachers.

During the summer of 1976, a group of four teachers produced materials for "Career Education Infusion in Foreign Languages." An overview of the relationship of foreign languages in careers was examined. Some excellent classroom materials were organized. An excellent slide sound story, "Career With A Plus," was prepared for distribution to the forty school districts as well.

Strong foreign language teachers have been able to withstand the onslaught of the economic crunch in education during the past six or seven years. Many administrators cut foreign languages as soon as a financial squeeze or a reduction in funds is mentioned. In a few instances an indifferent or poorly prepared foreign language teacher has destroyed the foreign language program in a school.

For the past two years foreign language workshops have been taken to the school districts by members of the Utah Foreign Language Association. University professors and capable foreign language teachers from secondary schools have combined forces to provide foreign language teachers with "how to do it" sessions in methods, materials and evaluation of foreign language education. These workshops have been held on Fridays after school and on Saturdays.

FORECAST

The intrinsic value of learning and using a second language still exists. The individual who learns a second language increases his power to listen, he increases his vocabulary, he increases his understanding of languages, he increases his understanding of other people and acquires the ability to savor literature written in the original language. A person who knows another language increases his opportunity to become employed in any and all fields of endeavor.

Foreign language enrollments and instruction in Utah will increase. Children who are in bilingual/bicultural programs will want to use the languages they have learned and will demand classes in foreign language. A program for promoting foreign language education in Utah will be organized by the State specialists in foreign language education and will be implemented with the help of the Utah Foreign Language Association.

Competition for selling goods and services in the world market will increase and merchants will see more clearly why they will have to sell in the language of the buyer if they want to compete. This will help more citizens want to study foreign languages.

As travel barriers decrease, more people of the world will come to America and Americans will go to other lands. More people will want to understand and appreciate the origins of their culture and traditions and they will demand language training to help them acquire language which is the foundation of culture.

ASSISTANCE TO SCHOOL DISTRICTS

Districts will be visited by foreign language specialists of the Agency. They will be given a "Model for District Organization of Foreign Language Instruction" (See Appendix I) and asked to describe their organization and compare it with the model. The districts will then be counseled as to the ways in which they can improve their programs.

Visits will be made to individual members of the boards of education of the various school districts by members of the Utah Foreign Language Association. Board members will be asked to consider the values of foreign language instruction; they will be exorted to request their executive officer to see that foreign language instruction in

their district is imposed.

Church, civic, and business leaders of the state will be interviewed and asked to state their views as to the importance of foreign language instruction. Their comments will be used to call to the attention of the public the importance of foreign language education.

TABLE I

UTAH FOREIGN LANGUAGE ENROLLMENTS
1967-68 to

YEAR	FRENCH	GERMAN	LATIN	RUSSIAN	SPANISH	OTHER	Total F. L.	Total Sec. Enrollment 7-12	%
1967-68	8,610	5,824	794	392	9,033	127	24,780	127,253	19.5
1968-69	6,549	5,008	664	212	8,952	77	21,462	132,103	16.2
1969-70	7,184	5,159	518	166	9,821	0	22,848	135,827	16.8
1970-71	6,853	5,375	436	116	10,777	0	23,657	138,510	17.1
1971-72								143,473	
1972-73								142,154	
1973-74			NO COUNT MADE						
1974-75									
1975-76*	6,384	3,304	311	78	11,842	19	21,938	146,255	15.0
1976-77									

* Figures projected from foreign language enrollment report cards of thirty five junior high schools and fifteen senior high schools.

TABLE II

MAJOR AND MINOR TEACHING ASSIGNMENTS FOREIGN LANGUAGE

1974 - 75	MAJOR	MINOR	
GENERAL LANGUAGE	4	6	
LATIN	6	2	
ARABIC	1		
FRENCH	47	22	
GERMAN	39	38	
RUSSIAN	1	5	
SPANISH	99	42	
TOTALS	197	115	312

1975 -76	MAJOR	MINOR	
GENERAL LANGUAGE	8	4	
LATIN	6	1	
ARABIC			
FRENCH	46	27	
GERMAN	35	29	
RUSSIAN	1	5	
SPANISH	95	46	
TOTALS	191	112	303

APPENDIX I

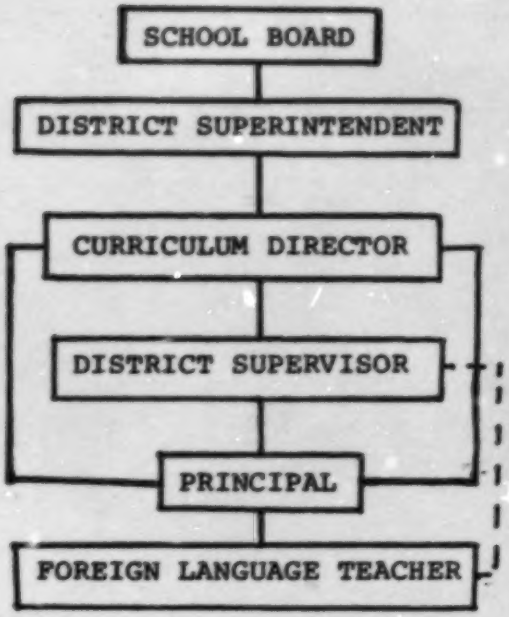
UTAH STATE BOARD OF EDUCATION MODEL FOR DISTRICT ORGANIZATION OF FOREIGN LANGUAGE INSTRUCTION

I. Philosophy

The ability to communicate is critically needed in this day of strife, misunderstanding, and competition. Learning a second language enables the student to understand more thoroughly the importance of communication among people. The student of a second language acquires a broader vision of his role in society because he becomes aware of cultural pluralism; studying a second language helps the student understand individuals who have different habits, customs and languages. The challenge of learning a second language helps the student develop a more positive self-attitude as the ability to communicate in a second language increases.

Rational powers are developed through the study of a second language because the student learns to express thoughts in two languages, vocabulary is enlarged, and a broader base to understanding the first language is provided.

II. Organizational Chart



III. District Philosophy, Justification, and Commitment. (Board of Education, District Office, and Individual School)

A. What value does the district see in foreign language instruction?
B. Why does the district want to include foreign language in the curriculum?
C. What is the organization of the foreign language program in the district?
   1. Who is responsible for directing the program?
      District level _____
      School level _____

Howe

2. What are the duties of the District Foreign Language Coordinator or Supervisor?
   (a) Helps develop curricula.
   (b) Helps select tests and other materials.
   (c) Helps select new teachers.
   (d) Helps critique new teachers.
   (e) Coordinates testing program.
   (f) Serves as consultant.
   (g) Leads in formulating policy statement for the district.
   (h) Schedules district meetings of the foreign language teachers.
3. How many foreign language teachers are employed in the district? Year _____
4. How many students are enrolled in foreign languages? What languages and at what level?
5. What texts and materials are used?
   Is culture taught as a component of the program?
   Is career education taught as a component of the program?
6. What strategies of instruction are used? Goals, objectives, and multiple means of alternatives for instruction.
7. What articulation exists from level to level? What are the course numbers and sequence?
8. What is the program of inservice training?
9. What extra class activities are used to teach foreign language?
   Foreign language fairs? Local School - District - Region and/or State
   Foreign language summer camps? Local School - District - Region and/or State
   Foreign Language Study Tours? - Local School - District - Region and/or State
   Foreign Language Clubs? Local School - District - Region and/or State

D. What promotional activities are organized and practiced?
   Local level - news release
   School to school - recruitment

IV. The district teaches the following foreign languages:

Spanish	French
_____	_____
_____	_____
_____	_____

German	Other
_____	_____
_____	_____
_____	_____